School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sandra J. Gallardo Elementary School	34673300100404	September 7, 2021	October 21, 2021

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Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Sandra J. Gallardo Elementary School's purpose regarding the School Plan for Student Achievement (SPSA) is to continue to assist all students towards academic proficiency. As measured by the goals of Folsom Cordova Unified School District's (FCUSD) Local Control and Accountability Plan (LCAP), California Assessment of Student Performance and Progress (CAASPP) scores, i-Ready, and all other assessment instruments determined by teachers and administration. Our staff, School Site Council, and Parent Teacher Organization will focus on Sandra J. Gallardo Elementary School's Mission and Vision statements, student engagement and achievement, teamwork, Professional Learning Community (PLC) practices, Social Emotional Learning (SEL), continued implementation of Positive Behavior Intervention and Support (PBIS), as well as ongoing Parent Engagement.

School Vision and Mission

The mission of Sandra J. Gallardo Elementary School is to meet the needs of all learners in a safe, supportive environment that better prepares each student for college and career readiness.

The vision of Sandra J. Gallardo Elementary School is to provide a professional learning community where each student receives rigorous learning opportunities to build a strong educational and social foundation needed to succeed in school and life. Sandra J. Gallardo Elementary School's administration and staff will provide:
- High Expectations
- Rigorous Curriculum
- Community Involvement
- Promotion of 6B's Character Traits (Be Safe, Be Kind, Be Respectful, Be Responsible, Be on Task, Be Present)

School & Community Profile

Sandra J. Gallardo Elementary School is an elementary school in Folsom, California, serving Kindergarten through 5th grade. Our student enrollment, reported on the California Basic Educational Data System (CBEDS) in August 2021, is 365. In 2010, our school was named a Distinguished School based on academics, student performance and a positive learning environment. Our school is a place where students, staff, parents and community members interact to create a collaborative learning environment, while respecting and celebrating individual differences. In 2019, FCUSD provided Equity training for select teachers in supporting our campus and providing a culture where everyone recognizes diversity, equity and inclusion. Sandra J. Gallardo Elementary School has (1) teacher who has completed the training and received the Cultural Competency Certificate. This Fall, additional representatives will be trained and taught these concepts for continued support for our staff and students.

Sandra J. Gallardo Elementary School is structured around high academic and behavioral expectations, which helps to maintain, support and encourage a positive school-wide atmosphere. Our school and staff reflect a culture of a caring, supportive and strong home-school connection made up of educators who hold California Teaching Credentials and paraprofessionals, both who are committed to educational excellence for all students. Teachers regularly participate in Professional Development (PD) and collaborative opportunities through our Professional Learning Communities (PLCs).

As we serve the needs of our students, we offer programs that serve the individual academic needs including Speech, Occupational Therapy, and Intervention Programs. Opportunities for differentiated learning help to provide challenges for all students, including those identified for Gifted And Talented Education (GATE). Additionally, we support English Learners (EL) with qualified staff and programs identified to develop English acquisition skills. Sandra J. Gallardo Elementary School is also home to a Student Care program.

Our curriculum is focused on teaching students the District adopted Common Core State Standards in all grades. Materials used in classrooms are State and District adopted. Chromebooks are used in all classrooms. We are using a Professional Learning Communities (PLC) model to continue to build teacher efficacy that will support and improve learner outcomes. As we develop our Science, Technology, Engineering, Math (STEM) Program, teachers and parents bring Science exploration to the classroom. Additionally, students participate in Student Council, Music, STEM Night, Science Fair, Math Bowl, Cross Country and other social events during the school year.

Our school-wide discipline program is based upon a positive culture approach including Positive Behavior Interventions and Supports (PBIS), participation of Swamp Supporters, and student engagement. We utilize the Second Step curriculum, The 6 Bs (Be Safe, Be Kind, Be Respectful, Be Responsible, Be On Task, Be Present), Positive Postcards and Atta Gator incentives, which recognize student progress and positive choices. Students in need of additional support such as counseling and/or interventions participate in the Primary Intervention Program (PIP)/Special Friends.

Parent participation is encouraged to foster a relationship between home and school. With the support of our Parent Teacher Association (PTA), Intel Corporation funds and parents, we are able to offer extended day programs, interventions and enrichment clubs held after school hours, (i.e. Chess Club, Honey Coding, Yearbook Club, Early Engineers, Firefly Art, Cross Country, Ukulele, History Club, etc.). Our parent docent Fine Arts Mini Experience (FAME) program is designed to enrich the visual and performing arts. Community volunteers support our campus by explaining economics through the Intel/PC Pals program, Rotary Club, and Junior Achievement program.

At Sandra J. Gallardo Elementary School, we believe that all students can learn. As we work in partnership with our families, we can facilitate learning to ensure that our students will achieve their highest potential. This will be accomplished by maintaining high standards, teaching a rigorous curriculum, promoting good character, and supporting the social and emotional needs of ours students and staff.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff and families at Sandra J. Gallardo Elementary School are encouraged to provide input and feedback. We facilitate a welcoming school effectiveness survey (staff, programs, instruction, etc.), the California Healthy Kids Survey (CHKS) administered to students, staff and parents, as well as a Parental End-of-Year Survey to analyze our progress, plans and goals. Additionally, Parent Teacher Association (PTA) / English Learner Advisory Committee (ELAC) surveys reflect parents requesting additional resources for all students. Based upon results of these surveys, Sandra J. Gallardo Elementary School has added additional clubs (Ukulele, Chess, Math, Art, ASSIST Structured Sports, HoneyCoding, and Discover Dance). Bryte Bytes is a district-administered survey to staff, with the data used to enhance student learning.

Results and other information is used to evaluate our programs, student success, and stakeholder partnerships. Goals are refined and/or developed based on findings.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal evaluations for Probationary teachers take place twice in the fall and twice in the spring. Tenured teachers' formal evaluations are once in the fall and once in the spring. Teachers being evaluated are also subject to informal evaluations throughout the school year, per the Folsom Cordova Unified School District (FCUSD) evaluation process. Additionally, the principal is in classrooms on a regular basis observing student learning and teaching, as well as weekly walkthroughs. If additional support is needed, the principal will provide the needed support. Specific feedback is written and verbal and is provided to teachers following classroom observations. Feedback targets the six California Standards for the Teaching Profession (CSTP).

Additionally, while surveys and academic assessments are vital components in creating a safe, nurturing and positive school environment, witnessing the daily routines and interactions of staff and students is equally of value and importance. Informal class observations occur frequently and are encouraged. This interaction is a way for administration to connect with teachers and students.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We are using i-Ready data, California Assessment of Student Performance and Progress (CAASPP) results, oral reading passages, benchmarks, ongoing English Language Arts (ELA) and Math assessments, end of unit/chapter tests, enVision Math topic tests, and Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) Mastery tests. These results are used to plan instruction, appropriately group students, monitor progress, and provide interventions, as needed. Collaboration with the Principal, classroom teachers and other support staff meet multiple times per year to discuss Multi-Tiered System of Support (MTSS) and Responses to Intervention (RtI) to close the achievement gap. If a student is not making targeted growth and has the appropriate support, including any needed intervention, he/she is recommended to our site's Student Support Team (SST). The Student Support Team (Principal, general education teacher, Special Education/Resource teacher, Psychologist, Speech Pathologist) and parents meet to discuss the student's strengths, areas of concern, and the appropriate next steps in supporting the student's academic, social, and emotional growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will document student progress with results from above mentioned assessments and group as appropriate, setting goals for acceleration and/or remediation, as needed. Each month, we collaborate in Professional Learning Community (PLCs) to assess needs, modify instruction, create interventions to support student learning and offer Professional Development (PD).Teachers conduct i-Ready, English Language Proficiency Assessments of California (ELPAC), running records, and curriculum assessments regularly, as directed by the District's adopted curriculum to monitor student progress. These results will identify needs for intervention grouping.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers are appropriately credentialed and highly qualified in the subject matter/grades they teach. In addition to state requirements, several Sandra J. Gallardo Elementary School teachers have attained Gifted and Talented Education (GATE) certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff participate in ongoing support and Professional Development (PD). Professional Development (PD) is incorporated through Folsom Cordova Unified School District's (FCUSD) Professional Development days, site teacher release time with District Lead Teachers and regular dedicated time for Professional Development at staff collaboration and/or common planning meetings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff is provided District, site and Professional Development, targeted to meet their ongoing needs. All Professional Development is based on the Common Core Language Arts and enVision Math curriculum. Teachers continue to receive training based on needs, including but not limited to: i-Ready and Illuminate to analyze student performance data, classroom management, Amplify, Social and Emotional Learning (SEL), Positive Behavioral Interventions and Supports (PBIS), as well as how to incorporate technology into their classrooms in ways that are both highly effective and engaging for students. Professional Development opportunities occur at the site and District levels, as well as with outside agencies such as Sacramento County of Education (SCOE) and Solution Tree.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

District Lead Teachers provide ongoing support to teachers, as well as Lead Teachers who support and guide the Instructional Focus Meetings. In 2021-2022, Sandra J. Gallardo Elementary School will continue to utilize District provided Lead Teachers and trainings. Our Student Support Team (SST) / Response to Intervention (RtI) monitors student progress using the Response to Intervention (RtI) model and collaboratively discuss actions to address both the academic and behavioral needs of our students with greatest needs (Tier 3). Outside professionals are used as needed and allotted.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our school/teachers participate in monthly site collaboration/grade level meetings to share, learn and set goals, etc. Formal Every Child By Name (ECBN) meetings are conducted with administration (3) times per year. Our Grade Level teams also collaborate during common planning time, two times per month in all grades. Continual ongoing collaboration is an integral part of our staff development. Professional Learning Community (PLC's) are regularly utilized, time is spent on reviewing student progress, identifying areas to re-teach and focus instruction to support all students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All teachers are using the Common Core State Standards (CCSS) as the basis of their instruction. Sandra J. Gallardo Elementary School continues to refine Multi-Tiered System of Support (MTSS)/ Response to Intervention (RtI), after-school interventions, small group settings, and create a trusting environment in which to grow collaboratively as we provide academic instruction. Teachers will receive district training and site curricular meetings throughout the school year. The staff attends the District's Professional Development days to align the Common Core State Standards with materials from our English Language Arts (ELA)/MATH Lead Teachers.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each classroom has posted an instructional schedule each day/week, which aligns with State and District requirements (interventions, Response to Intervention (RtI), Early/Late, Multi-Tiered System of Supports (MTSS). Language Arts and Math times are protected from interruption. We also have early/late schedules for our first and second grade students, to focus on early reading and writing grade level proficiency.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing windows allow teachers to monitor their instructional progress, as well as student progress. The pacing windows allow for structured flexibility and helps teachers maintain accountability.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have been provided with instructional materials as mandated by the Williams Act. In addition, student groups needing extra support are identified through data collection and provided access to materials such as i-Ready, Read Naturally, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), STAR Reading, Accelerated Reader and Lexia Core 5. Many of our programs are accessible for home use.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers have been trained in the use of supplemental curriculum and instruction, including but not limited to i-Ready, Accelerated Reader, Second Step, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Handwriting without Tears, and Read Live. Sandra J. Gallardo uses state adopted and standards-aligned K-5 instructional materials (i.e., Benchmark for ELA, enVision for mathematics, Read Naturally, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Lexia Core 5 for interventions and differentiated Instruction.) Several Sandra J. Gallardo Elementary School teachers have completed Guided Language Acquisition Instruction (GLAD), as well as Gifted and Talented Education (GATE) training.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Sandra J. Gallardo Elementary School utilizes a Learning Center model to support specific needs per child/instructional level. District adopted curriculum, including SONDAY is provided, as needed. Push-in/Pull-Out, Universal Access and Intervention groups are provided within the school day, along with the school wide Atta-Gator incentive program based on positive behavior support.

Evidence-based educational practices to raise student achievement

In order to create a learning environment that fosters learning, we use a variety of instructional practices to increase student achievement: Direct instruction, collaborative conversations, a school wide incentive program (Atta-Gators) based on positive behavior supports and anti-bullying curriculum, including Positive Behavioral Interventions and Supports (PBIS) and Steps to Respect. We also continue to align our practices to those that have been determined to have higher effect sizes based on the research of John Hattie.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are encouraged to attend Back to School Night, STEM/Math Night, School Site Council, Multi-Cultural Night, Coffee and Conversation with the Principal, as well as Open House to facilitate better parent-teacher-student communication and home-school connection. Our school, District and PTA websites are viable resources for calendars, communications and clarity throughout the year. Sandra J. Gallardo Elementary School actively seeks and appreciates the resources to assist under-achieving students from families and community partners (i.e., PC Pals, Intel Corporation, PTA.). Weekly Gator News newsletters, Blackboard emails, voicemails, and text messages support Gallardo's communication with our families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have a very large parent participation/volunteering process, where parents who meet safety clearance can volunteer in the classrooms and attend field trips. Parent and staff participation, along with our Parent Teacher Association (PTA) help to fund, organize and plan events that benefit children throughout the school year. Plans are reviewed by staff, parents and community through Parent Teacher Association (PTA), School Site Council, parent meetings, and English Lerner Advisory Committee (ELAC) meetings with an open door policy. Our School Site Council consist of (5) or more parents and school staff who meet during the school year to provide input, approve and monitor our School Plan for Student Achievement (SPSA), as well as approve our School Safety Plan. Our English Language Advisory Committee (ELAC) meets as part of the School Site Council to focus on the specific needs of our English Learners (EL).

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support our classroom instruction, materials and staff development. District services and funding are provided for support of the District Lead Teachers who provide coaching and Professional Development to teachers and administrators, Bilingual Instructional Aides (BIA), i-Ready, Accelerated Reader, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS), Professional Development, Parent Coordinator, Library Clerk.

Fiscal support (EPC)

District services and funding are provided, as well as Parent Teacher Association (PTA), Intel PC Pals Program, community donations and grant matching opportunities.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sandra J. Gallardo Elementary School involves staff and parents in developing and monitoring our school plan. Sandra J. Gallardo Elementary School's Site Council meets a minimum of (3) times per school year. The staff Leadership teams, as well as PTA meet monthly. During these meetings, information is shared and discussed to guide our goals and decisions. Planning of the 2021-2022 school site plan begins during the first trimester of the school year with continuous monitoring from the following groups:

Weekly Staff Meetings - Each Thursday

School Site Council (reviews and approves Site Plan on or before September 1, 2021 - monitored throughout the school year)
Staff, Student, Parent Surveys (Fall, Spring)
Every Child By Name (ECBN) meetings (three times per year)
Staff / Grade Level / Professional Development / Staff Leadership Team (Curriculum, Positive Behavior Intervention Systems (PBIS), Behavior, Safety) meetings
RTI/SST Meetings
PTA (Principal Reports): General and Executive Board
Coffee & Conversation with Mrs. Graham - Monthly
District Professional Development Days
Director of Categorical Programs (consultations - ongoing)
Local Control and Accountability Plan (LCAP) Goals (District Leadership - review)

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

1. Staff and Student Re-Integration to Campus: With the outbreak of COVID-19, students and staff are excited and cautious of the return to campus. We are ready to begin the work for all of our students. There will be academic regression, since some of our students were not able to fully participate in Distance Learning, as well as needed emotional support for our students and staff. As we navigate this endeavor, the staff will work together with our students, families, and District, to create a safe, healthy, and positive learning environment.
2. Staff Members: Gallardo has (3) recently credentialed teachers. Our new staff members will participate in the Beginning Teacher Support and Assessment (BTSA) program, as well as assigning onsite mentoring.
3. With a growing number of English Language students, Sandra J. Gallardo Elementary School has a need for increased Bilingual Instructional Aide (BIA) support.
4. Increased Parent Coordinator support, because of the large and active parent population.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.22%	0.21%	0.2%	1	1	1
African American	0.65%	0.85%	1.1%	3	4	5
Asian	34.86%	38.59%	47.2%	160	181	217
Filipino	2.4%	3.2%	3.7%	11	15	17
Hispanic/Latino	4.79%	5.12%	6.1%	22	24	28
Pacific Islander	%	0%	%		0	
White	50.11%	43.5%	33.9%	230	204	156
Multiple/No Response	6.75%	8.53%	7.8%	31	40	36
			Total Enrollment	459	469	460

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	42	67	60
Grade 1	58	60	73
Grade 2	79	71	61
Grade3	96	84	81
Grade 4	83	102	95
Grade 5	101	85	90
Total Enrollment	459	469	460

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's enrollment has declined due to COVID-19 and an older neighborhood. Although some families chose to attend Folsom Cordova Charter School, Innovations Academy, or homeschooling, I foresee an upswing due to recent growth in the community, development of nearby apartments and new homes south of Highway 50.

2. Sandra J. Gallardo Elementary School's EL population is 9.66%. We currently have (2) campus Bilingual Instructional Assistants available to our students.

3. Sandra J. Gallardo Elementary School is disproportionate with the number of white students who are designated low income. It is important to continue to focus on learning for diverse students to keep staff aware that children have different learning styles, academic, and social and emotional needs.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	41	60	62	8.9%	12.8%	13.5%
Fluent English Proficient (FEP)	83	78	88	18.1%	16.6%	19.1%
Reclassified Fluent English Proficient (RFEP)	28	3	12	51.9%	7.3%	20.0%

Conclusions based on this data:

1. Our population is diverse with several students whose primary language is not English, and with many students who do not speak English.

2. With the appropriate instruction, support and interventions, our English Learner (EL) population will continue to make progress. This past year, twelve of our English Learner (EL) students were Reclassified Fluent English Proficient (RFEP).

3. Continued work with staff development and Bilingual Assistant Support (BIA) is important to ensure that our students who speak languages other than English as their primary language, have support at Sandra J. Gallardo Elementary School.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	95	80	98	94	80	94	94	80	94	98.9	100	95.9
Grade 4	102	97	81	101	94	79	101	94	79	99	96.9	97.5
Grade 5	131	100	101	129	99	101	129	99	101	98.5	99	100
All	328	277	280	324	273	274	324	273	274	98.8	98.6	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2495.	2494.	2510.	59.57	52.50	68.09	21.28	31.25	18.09	10.64	13.75	10.64	8.51	2.50	3.19
Grade 4	2540.	2550.	2540.	61.39	62.77	54.43	19.80	20.21	27.85	12.87	12.77	11.39	5.94	4.26	6.33
Grade 5	2574.	2600.	2591.	45.74	61.62	55.45	35.66	32.32	34.65	14.73	4.04	7.92	3.88	2.02	1.98
All Grades	N/A	N/A	N/A	54.63	59.34	59.49	26.54	27.84	27.01	12.96	9.89	9.85	5.86	2.93	3.65

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.26	53.75	60.64	35.11	40.00	34.04	10.64	6.25	5.32
Grade 4	59.41	57.45	54.43	34.65	40.43	40.51	5.94	2.13	5.06
Grade 5	49.61	59.60	54.46	43.41	36.36	41.58	6.98	4.04	3.96
All Grades	54.01	57.14	56.57	38.27	38.83	38.69	7.72	4.03	4.74

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.94	36.25	46.81	42.55	55.00	46.81	8.51	8.75	6.38
Grade 4	51.49	52.13	48.10	40.59	42.55	41.77	7.92	5.32	10.13
Grade 5	60.47	70.71	58.42	34.88	26.26	40.59	4.65	3.03	0.99
All Grades	54.32	54.21	51.46	38.89	40.29	43.07	6.79	5.49	5.47

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	45.74	47.50	50.00	53.19	50.00	48.94	1.06	2.50	1.06
Grade 4	42.57	52.13	44.30	54.46	47.87	54.43	2.97	0.00	1.27
Grade 5	31.78	52.53	40.59	65.12	45.45	57.43	3.10	2.02	1.98
All Grades	39.20	50.92	44.89	58.33	47.62	53.65	2.47	1.47	1.46

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	55.32	47.50	60.64	38.30	47.50	35.11	6.38	5.00	4.26
Grade 4	51.49	45.74	41.77	44.55	52.13	51.90	3.96	2.13	6.33
Grade 5	51.16	69.70	59.41	44.96	29.29	36.63	3.88	1.01	3.96
All Grades	52.47	54.95	54.74	42.90	42.49	40.51	4.63	2.56	4.74

Conclusions based on this data:

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 or 2020-2021 CAASPP. However, the District-wide iReady assessments were administered with results proved to parents. The conclusion comments below address the 2018-2019 results. Initial 2021-2022 site diagnostic results will guide the creation of Specific, Measurable, Achievable, Realistic, and Timely (SMART) goals and other academic needs.

2. Based on data, Sandra J. Gallardo Elementary School's overall ELA achievement breakdown showed students' mastery deficit in Writing. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard and i-Ready). We will concentrate on Reading, Writing and Research/Inquiry for the 2021-2022 instructional year, utilizing the site Intervention process, RtI, and MTSS campus format.

3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Sandra J. Gallardo Elementary School's focus and needs.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

	Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	95	80	98	95	80	94	95	80	94	100	100	95.9
Grade 4	102	97	81	101	94	79	101	94	79	99	96.9	97.5
Grade 5	131	100	101	131	99	101	131	99	101	100	99	100
All Grades	328	277	280	327	273	274	327	273	274	99.7	98.6	97.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

	Overall Achievement for All Students														
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	2512.	2499.	2516.	60.00	46.25	57.45	25.26	37.50	34.04	12.63	13.75	7.45	2.11	2.50	1.06
Grade 4	2540.	2544.	2551.	47.52	53.19	50.63	36.63	29.79	31.65	12.87	13.83	15.19	2.97	3.19	2.53
Grade 5	2582.	2591.	2600.	58.02	60.61	64.36	22.14	23.23	17.82	14.50	12.12	15.84	5.34	4.04	1.98
All Grades	N/A	N/A	N/A	55.35	53.85	58.03	27.52	29.67	27.37	13.46	13.19	12.77	3.67	3.30	1.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	76.84	62.50	75.53	20.00	31.25	22.34	3.16	6.25	2.13
Grade 4	62.38	68.09	67.09	30.69	24.47	22.78	6.93	7.45	10.13
Grade 5	65.65	62.63	67.33	22.90	30.30	20.79	11.45	7.07	11.88
All Grades	67.89	64.47	70.07	24.46	28.57	21.90	7.65	6.96	8.03

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	62.11	51.25	57.45	33.68	46.25	37.23	4.21	2.50	5.32
Grade 4	48.51	53.19	53.16	47.52	36.17	40.51	3.96	10.64	6.33
Grade 5	58.02	58.59	63.37	36.64	35.35	33.66	5.34	6.06	2.97
All Grades	56.27	54.58	58.39	39.14	38.83	36.86	4.59	6.59	4.74

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	63.16	58.75	69.15	35.79	36.25	28.72	1.05	5.00	2.13
Grade 4	57.43	56.38	62.03	39.60	37.23	32.91	2.97	6.38	5.06
Grade 5	47.33	53.54	61.39	45.04	43.43	35.64	7.63	3.03	2.97
All Grades	55.05	56.04	64.23	40.67	39.19	32.48	4.28	4.76	3.28

Conclusions based on this data:

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 or 2020-2021 CAASPP. However, the District-wide iReady assessments were administered with results proved to parents. The conclusion comments below address the 2018-2019 results. Initial 2021-2022 site diagnostic results will guide the creation of SMART goals and other academic needs.

2. Based on data, Sandra J. Gallardo Elementary School's overall Math achievement breakdown showed students' mastery deficit in Concepts and Procedures. We will continue to focus on areas of weakness using campus interventions and District programs (Illuminate, Dashboard and i-Ready). We will concentrate on all areas including Problem Solving and Modeling, Communicating Reasoning, and Concepts and Procedures for the 2021-2022 instructional year, utilizing the site Intervention process, RtI, and MTSS campus format.

3. Professional Learning Communities (PLCs) and Multi-Tiered System of Support (MTSS) will continue to drive Sandra J. Gallardo Elementary School's focus and needs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	8
Grade 1	1512.5	*	1473.5	*	1550.9	*	19	7
Grade 2	1537.6	*	1552.7	*	1522.2	*	15	9
Grade 3	*	1534.6	*	1536.2	*	1532.2	*	11
Grade 4	*	*	*	*	*	*	*	4
Grade 5	*	*	*	*	*	*	*	*
All Grades							57	41

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*		*	*	*		*	*	*
1	68.42	*	*	*	*	*		*	19	*
2	73.33	*	*	*	*	*	*	*	15	*
3		54.55	*	27.27	*	9.09		9.09	*	11
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	68.42	36.59	22.81	48.78	*	9.76	*	4.88	57	41

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	*	*	*		*		*	*	*
1	68.42	*	*	*	*	*	*	*	19	*
2	80.00	*	*	*	*	*	*	*	15	*
3	*	63.64	*	18.18		9.09		9.09	*	11
4	*	*	*	*		*		*	*	*
5	*	*	*	*		*		*	*	*
All Grades	75.44	46.34	*	39.02	*	9.76	*	4.88	57	41

Listening Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	78.95	*	*	*	*	*	19	*
2	86.67	*		*	*	*	15	*
3	*	54.55	*	27.27		18.18	*	11
All Grades	78.95	51.22	*	41.46	*	7.32	57	41

Speaking Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	57.89	*	*	*	*	*	19	*
2	*	*	*	*		*	15	*
3	*	63.64		27.27		9.09	*	11
All Grades	70.18	39.02	22.81	51.22	*	9.76	57	41

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	78.95	*	*	*		*	19	*
2	73.33	*	*	*	*	*	15	*
3		27.27	*	54.55	*	18.18	*	11
All Grades	73.68	21.95	*	70.73	*	7.32	57	41

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
1	78.95	*	*	*		*	19	*
2	*	*	*	*		*	15	*
3		36.36	*	54.55	*	9.09	*	11
5	*	*	*	*	*	*	*	*
All Grades	66.67	41.46	28.07	51.22	*	7.32	57	41

Conclusions based on this data:

1. Due to COVID-19 and the closure of schools, our students did not participate in the 2019-2020 or 2020-2021 CAASPP. The conclusion comments below address the 2018-2019 results. Initial 2021-2022 site diagnostic results will guide the creation of SMART goals and other academic needs.

2. Students continue to be Reclassified Fluent English Proficient (RFEP) at Sandra J. Gallardo Elementary School in large percentages.

3. Students with English as a Second Language, with a total number of 47, continue to grow at Sandra J. Gallardo Elementary School.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
469	**5.8**	**12.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	60	12.8
Homeless	3	0.6
Socioeconomically Disadvantaged	27	5.8
Students with Disabilities	52	11.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	4	0.9
American Indian	1	0.2
Asian	181	38.6
Filipino	15	3.2
Hispanic	24	5.1
Two or More Races	40	8.5
White	204	43.5

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's student population is continuing to evolve. We have students who have gone through the foster system, changes in economic status or complicated home lives. Although our learning community is not as diverse as others are, we continue to focus on educating all students.

2. Over the years, our English Lerner (EL) population has remained steady, due to the number of families relocating to the Folsom area from outside the United States.

3. Sandra J. Gallardo Elementary School's Foster Youth and Homeless population is low. As a school community, our focus is on all supports that can be put in place to assist the students and families, with support from our District.
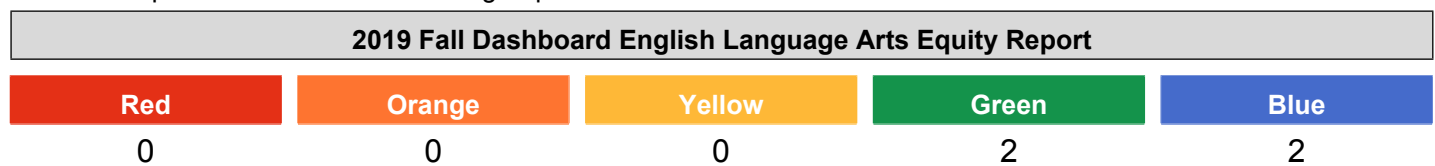
School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Blue	**Suspension Rate** Blue
Mathematics Blue		

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators are in the Blue (highest) for both ELA and Math. This is due to the dedication and hard work of all staff members. This fall, although we will not have CAASPP data due to COVID-19, we will continue to work diligently to maintain this performance and improve in all areas.

2. Our attendance rate is consistently high, with an increase during last year. Continuous Positive Behavior Intervention Systems (PBIS) activities creating a positive and safe school environment will provide opportunities in maintaining our attendance results. Our suspension rate decreased, with 6 suspensions in 2018-2019, 3 suspensions in 2019-2020, and none in 2020-2021. We will continue to focus on restorative practices, progressive discipline and integration of Positive Behavior Intervention Systems (PBIS) activities.

3. In 2021-2022, Sandra J. Gallardo Elementary School expect to maintain and/or improve our attendance rate (98%), while keeping our suspension rate low.

School and Student Performance Data

Academic Performance
English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	2	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
79.4 points above standard	56.8 points above standard	0 Students
Maintained -0.5 points	Declined -7.2 points	
267	36	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	45.8 points above standard	11.7 points above standard
	Maintained ++0.5 points	Declined -5.5 points
2	18	45

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	93.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Maintained ++0.3 points	9
		90	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
69.7 points above standard	105.5 points above standard	0 Students	70.4 points above standard
Maintained ++2.9 points	Increased Significantly ++19.5 points		Maintained -1.9 points
11	15		139

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
1.5 points below standard	89.5 points above standard	76.1 points above standard
13	Increased ++6.5 points	Declined -3 points
	23	198

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators in English Language Arts (ELA) are: Blue (Highest) for All Students, and Green (High) for English Learners. Due to the dedication and hard work of all staff members, we celebrate our successes, as well as look at the areas that need further improvement. This Fall, although we will not have CAASPP data due to COVID-19, we will continue to work diligently to maintain this performance and improve in all areas.

2. Sandra J. Gallardo Elementary School maintained its growth from the previous school year. We will continue to include Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS), Every Child By Name (ECBN) meetings, Systematic Instruction in Phoneme Awareness Phonics and Sight Words (SIPPS), i-Ready and District adopted curriculum to drive our focus and needs.

3. Sandra J. Gallardo Elementary School's staff will participate in District and site Professional Development (PD) and workshops.
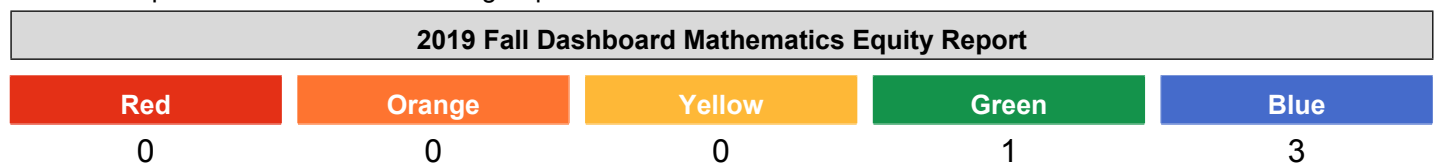
School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	1	3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	
73.6 points above standard	68.2 points above standard	
Increased ++11.7 points	Increased ++5.3 points	
267	36	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	No Performance Color	Green
Less than 11 Students - Data Not Displayed for Privacy	29 points above standard	20.4 points above standard
	Increased ++3.9 points	Increased ++14.9 points
2	18	45

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	96.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
1	1	Increased ++10.1 points	9
		90	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color		Blue
29.9 points above standard	93.7 points above standard		61.2 points above standard
Declined -3.8 points	Increased Significantly ++20.3 points		Increased ++12.9 points
11	15		139

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
27.8 points above standard	90.8 points above standard	68 points above standard
13	Increased Significantly ++19.6 points	Increased ++10.9 points
	23	198

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators are in the Blue (highest) for Math. This is due to the dedication and hard work of all staff members. This fall, although we will not have CAASPP testing data due to COVID-19, we will continue to work diligently to maintain this performance and improve in all areas.

Sandra J. Gallardo Elementary School's State California Department of Education Dashboard Indicators in Math are Blue (Highest) for All Students and English Learners, and Green (High) for Students with Disabilities. Due to the dedication and hard work of all staff members, we celebrate our successes, as well as look at the areas that need further improvement. This Fall, although we will not have CAASPP data due to COVID-19, we will continue to work diligently to maintain this performance and improve in all areas.

2. Sandra J. Gallardo Elementary School increased by 2% in Math from the previous school year. We will continue to include Professional Learning Communities (PLCs), Multi-Tiered System of Support (MTSS), Every Child By Name (ECBN) meetings, i-Ready and District adopted curriculum to drive our focus and needs.

3. Sandra J. Gallardo Elementary School's students will participate in student interventions, STEM activities, as well as staff participation in District, County, and site professional developments and workshops.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
65.5 making progress towards English language proficiency
Number of EL Students: 29
Performance Level: Very High
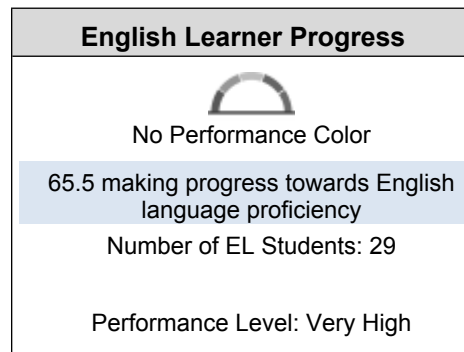
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.6	13.7	13.7	51.7

Conclusions based on this data:

1. Overall, Sandra J. Gallardo Elementary School's English Learner (EL) population is making progress. Strategic lesson planning and interventions, based on collected data, will continue to be our focus, including program monitoring and Bilingual Instructional Assistants (BIA) support. Our site representation of the District English Learner Advisory Committee (DELAC) will continue to increase parental partnerships with Sandra J. Gallardo Elementary School.

2. Professional Development through staff meetings related to English Learner (EL), specifically designated instruction, will continue.

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. We are an elementary school with a K-5 population. This is not a measure that is tracked on the dashboard.
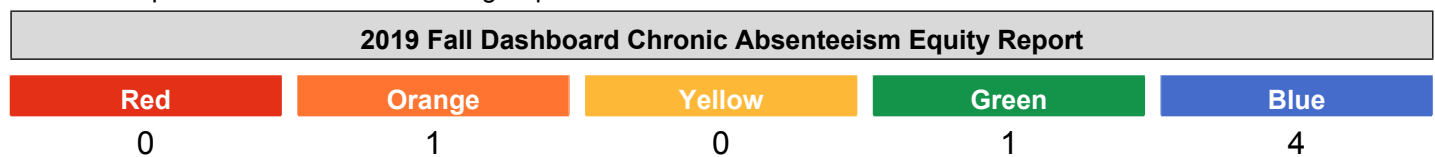
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	4

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Green	No Performance Color
1.7	1.6	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.6	Increased +1.6	0
478	63	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Blue
Less than 11 Students - Data Not Displayed for Privacy	10.8	1.4
4	Increased +3.5	Declined -1.2
	37	72

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.8	0
4	1	Declined -1.7	11
		171	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Blue	No Performance Color	Blue
0	0	Less than 11 Students - Data Not Displayed for Privacy	1.7
Maintained 0	Declined -3.2	0	Maintained -0.2
24	32		235

Conclusions based on this data:

1. Sandra J. Gallardo Elementary School's goal is to continue implementing the Districts attendance data program, Attention to Attendance (A2A), to track students' attendance. As a site, we will provide information to families related to attendance and its importance, parental phone calls, face-to-face conversations, Positive Behavioral Interventions and Supports (PBIS) activities, creating a positive and safe school environment which will provide opportunities for students in maintaining/increasing his/her attendance. Prior to COVID-19 and school closure, our 2019-2020 attendance rate was 98.37%).

2. The Principal, office staff, and teachers work together in identifying and monitoring chronic tardiness and absences. If needed, the principal will meet with parents to discuss ways the school can assist with the situation. If further assistance is needed, District personnel (Attendance and Due Process) will intervene and offer support.

3. In support of our attendance efforts, the custodial staff is instrumental in maintaining safe and clean classrooms and common areas.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1. We are an elementary school with a K-5 population. This is not a measure that is tracked on the dashboard.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	1	1	4

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	
0.4	0	
Declined -0.5	Declined -3.2	
486	64	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Blue	Yellow
Less than 11 Students - Data Not ~~Displayed for Privacy~~	0	1.4
4	Maintained 0	Maintained +0.1
	37	72
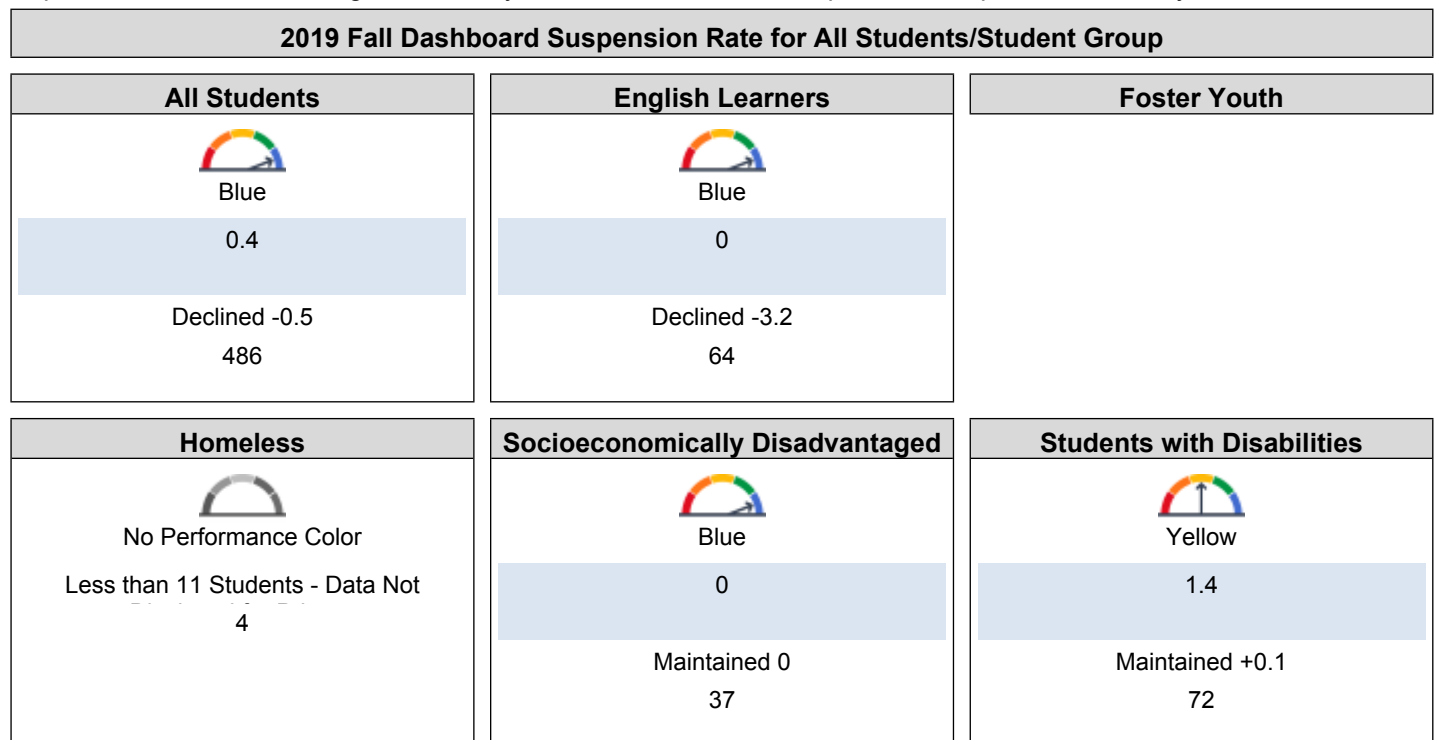
2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	0
4	1	Declined Significantly -1.1	12
		175	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	Blue		Green
0	0		0.8
Maintained 0	Maintained 0		Declined -0.3
24	32		238
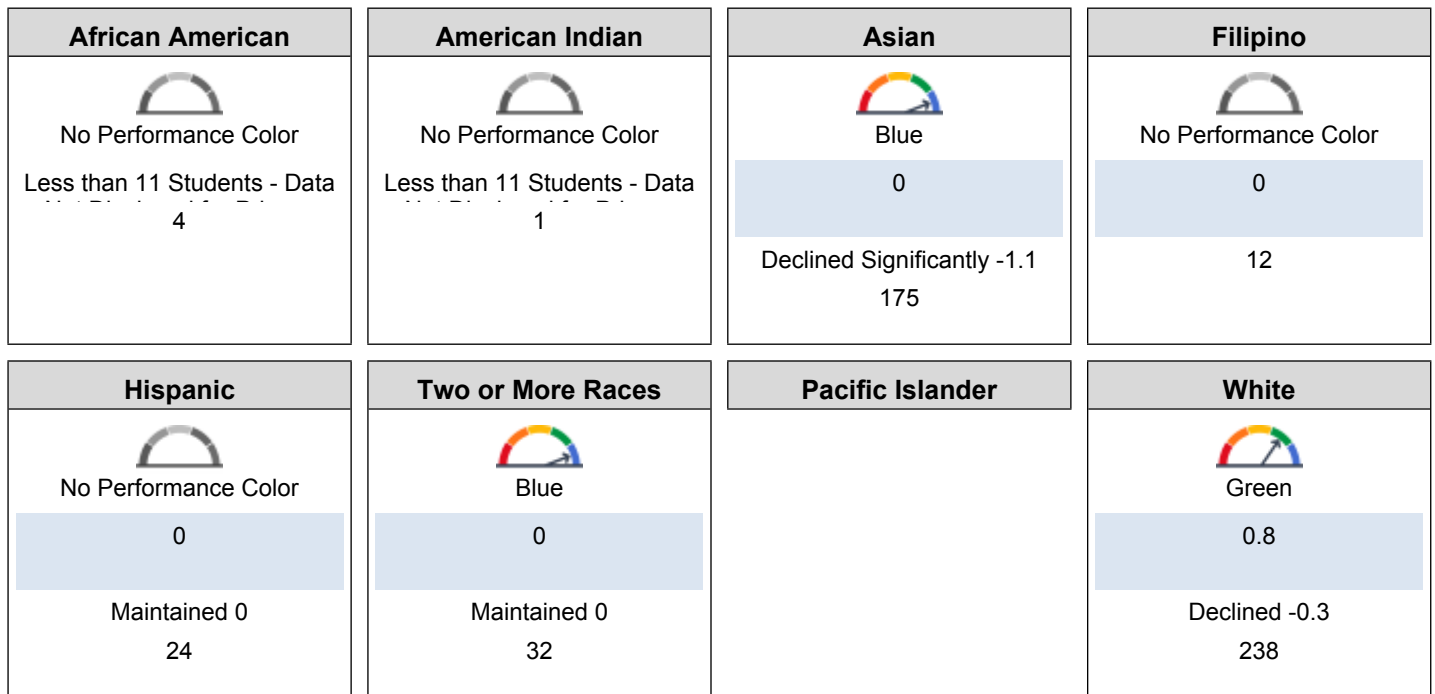
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.9	0.4

Conclusions based on this data:

1. Our overall suspension rate decreased from (3) suspensions in 2019-2020, to none in 2020-2021. We will continue to monitor this data while providing support to all students.

2. The continued support of our Behavioral Leadership Team, progressive discipline practices, and the ongoing support of our Positive Behavioral Intervention and Supports (PBIS) continue to be successful. The team will work together by focusing on alternatives to suspensions and improving our existing practices, during the 2021-2022 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 1 - All students will receive equitable instruction from highly-qualified teachers and have access to curriculum which promotes college and career readiness (State Priority 1)
1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 - Maintain schools in good repair
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students
1.1 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
1.2 - Maintain schools in good repair
1.3 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Goal 1

All students will receive instruction from qualified teachers and staff, have access to the curriculum and receive a high quality education and opportunities to participate in enrichment activities.

Identified Need

Increase instruction through access of high-quality teachers, curriculum, and a well-maintained facility. Specifically:
1. Staff collaboration to discuss student needs, planning, and analyze data.
2. PD opportunities for teachers, to include implementation of EnVision materials, LETRS, Special Education (SPED) curriculum, ELL curriculum, support of creating and maintaining culturally and linguistically responsive classrooms.
3. Mentoring of new teachers, including BTSA.
4. Continued support of Health/Safety COVID-19 protocols with consistent cleaning and sanitizing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.1 Credential Audit	100% appropriately assigned and credentials	Ensure all certificated staff has appropriate credentials. Monitor teacher induction of Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of years one and two, and the number of teachers completing the program.
1.2 Williams Facility Audit	100% in good repair	100% of school in good or exemplary repair. Sandra J. Gallardo Elementary School will be a safe, functional and welcoming school environment.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1.3 Access to curriculum	Beginning of year / End-of-year	All materials will be ordered and delivered to classrooms.
1.3 Provide supplemental curriculum and online programs to meet diverse needs of students	100% compliance	Maintain 100% compliance when providing supplemental materials needed to support student achievement.
Written Worksite Specific Plan	100% compliance	Follow District guidelines on campus: • Provide Personal Protective Equipment (PPE) • Maintain social distancing • Air filtration • Campus cleaning (classrooms, restrooms, frequently touched areas) • Continuous safety trainings provided by District

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Response to Intervention Workshop (RtI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,445	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Development of common assessments based on individual standard needs.

Strategy/Activity 2
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Bilingual Instructional Assistants (BIA) support for English Learners (EL) students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Assist teachers in EL student needs and access to core curriculum
	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Instructional Assistant (IA) training to support our fully included students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	2000-2999: Classified Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 2 and 3 students - Students whose iReady scores indicate needed intensive intervention

Strategy/Activity

Provide opportunities for specifically identified students to utilize supplemental programs and/or Lexia Core 5 (web-based reading ELA program). Interventions will be monitored and assessed by the Intervention teacher and other trained support staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental None Specified Summer School
	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers
	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Provide Accelerated Reader (AR) licenses for student learning
	General Fund 4000-4999: Books And Supplies Provide Lexia licenses for student learning

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Professional Development for Common Core State Standards (CCSS) as directed by the District.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All of Sandra J. Gallardo Elementary School teachers are credentialed and were evaluated on a regular basis. They were provided with feedback and support, as well as the necessary coaching to improve practices. Classroom visits, attendance of grade level Professional Learning Community (PLC) meetings, check-in with instructional and bilingual aides and assigned teachers, collaboration with Student Support Services site team, were ongoing. The implementation of curriculum and Bilingual Instructional Assistant (BIA) support assisted the learning needs at Sandra J. Gallardo Elementary School.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. Thereafter, students participated in a Hybrid model during the 2020-2021 school year. This had a significant effect on implementation and outcomes of some goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All of the strategies will continue to be implemented. No foreseeable changes are anticipated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive school climate with an intentional focus on social emotional learning and outcomes for LCAP student groups (state priority 3, 5 and 6).
2.1 - Increase student attendance rates and reduce chronic absences for all students.
2.2 - Increase the high school graduation rate and decrease the dropout rate.
2.3 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.4 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.5 - Foster community partnerships that support student learning and build effective understanding and advocacy of District goals for student success and whole child wellbeing.
2.6 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders.

Goal 2

Students will have access to curriculum, support and enrichment activities with the support of the Positive Behavioral Interventions and Support (PBIS) Team and Social Emotional Learning (SEL).

Identified Need

1. Increase parent, family and community partnerships to increase student engagement and coherence of school and home life.
2. Support the transition from Hybrid model to in-person learning for all students (social interactions, campus and classroom norms).
3. Hiring of qualified staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2.1 Daily Attendance Rates	2020-2021 Attendance: 98.37%	Maintain or increase attendance to 99%. Decrease chronic absenteeism by 1%
2.4 Suspensions	2020-2021 Suspensions: 0 students	Maintain or decrease suspension rate. Monitor system and reports that track bullying incidents and create an annual survey regarding school safety and connectedness for parents, staff, and students.
2.4,5 Campus, Student and Parent Surveys	2020-2021 CHKS, Site and District surveys	Improve student connectedness and parent satisfaction
2.7 Print and digital communication	Increase weekly information and digital outreach through a weekly newsletter, Blackboard Connect, PeachJar, Site	Increase digital and print communication and engagement, weekly and targeted by 1%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	webpage, Parent Teacher Association (PTA) Facebook Page, Membership Tool Kit, Google Classroom, SeeSaw, and Site Marquee	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Positive Behavioral Interventions and Support (PBIS) monthly activities and assemblies, Themed District and Site Weeks (Back Together, Stronger than Ever, etc.), Atta Gator weekly awards, Positive Postcards, Buddy Bench, Lunch Bunch, Assemblies (Bulldogs Reaching Out, B Street Theater), District guided Kindness Week, Positive Behavioral Interventions and Support (PBIS) conference, Swamp Supporters

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,500	Parent-Teacher Association (PTA) None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent engagement activities - Back-to-School Night, Gators on the Green, Trunk or Treat, Fall Festival, Coffee and Conversations, Family Movies and Dance, Book Fairs, Multicultural Night, Fine Arts Mini Experiences (FAME), ELA/Math Curriculum, Science, Technology, Engineering and Math (STEM) Night, Parent Teacher Association (PTA) Executive/General Meetings, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Parent-Teacher Association (PTA) None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School communication and parental outreach, including, Weekly e-blasts, Friday Folders, updated site and teacher websites, PTA weekly e-blasts/Facebook Page, Membership Tool Kit.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Parent Coordinator - LCAP (3.1, 3.2, 3.3) 3.1 Increase family engagement and parent input and the utilization of volunteers. 3.2 Increase two-way community partnerships that support student learning. 3.3 Increase the efficiency, timeliness and accessibility of District communications
1,036	LCFF - Supplemental 3000-3999: Employee Benefits
	Parent-Teacher Association (PTA) None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

5th Grade students

Strategy/Activity

PC Pals / Intel - Intel Corporation volunteers correspond with Gallardo's 5th grade students via email. Students meet with his/her PC Pal at the beginning of the year for an introduction and at the end of the year for a celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Donations None Specified

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students with excellent attendance, as well as students who are in need of attendance improvement/incentives

Strategy/Activity

Attendance awards, parent communication, School Attendance Review Board (SARB) meetings

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Donations None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Council, Kids Can Food Drive, Pennies for Patients, Letters to military families, and other community projects.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

School and Teacher websites, Campus and PTA weekly bulletin notifications, PTA Website, PTA Facebook page, Membership Tool Kit

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Parent-Teacher Association (PTA) None Specified

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Yard Supervision and Principal weekly check-ins and PBIS/SEL trainings to address progress and areas in need of improvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Donations 2000-2999: Classified Personnel Salaries

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students who are recommended by a Gallardo staff member or parent (support social and/or emotional growth).

Strategy/Activity

Special Friends - Early Intervention Program, is designed to support students socially and emotionally, in positive peer relationships and educational growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide a chromebook and materials to all students, including technical support (Hotspots).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Virtual Meet and Greet (Back-to-School Night). Distribution of classroom and technology materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Independent Study Contracts and appropriate work, if multiple days of school are missed, including COVID-19 related. The Intervention teacher will provide student check-ins.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Leadership Team / Guiding Coalition

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Parent-Teacher Association (PTA) None Specified Leadership Team related to PBIS, SEL implementation to promote academic achievement, social emotional learning and positive behavior support.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To meet the goal of, "increased parent and student engagement and provide a safe, healthy, and positive learning environment," Sandra J. Gallardo Elementary School began the school year with our Positive Behavioral Intervention and Supports (PBIS) expectation rotation stations, the first two weeks of school. The staff was able to introduce and clearly define Sandra J. Gallardo Elementary School's rules and discipline procedures to all students. Our Special Friends program, provides emotional support to our students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. Thereafter, students participated in a Hybrid model during the 2020-2021 school year. This had a significant effect on implementation and outcomes of some goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All of the strategies will continue to be Implemented. No foreseeable changes are anticipated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 3 - Provide all students with high quality classroom instruction and access to a broad course of study (State Priority 2, 4 and 7)
3.1 - Provide Social Emotional Learning (SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.2 - Through a collaborative process, complete the work on K - 12 Guaranteed and Viable Curriculum with Set Essential Standards.
3.3 - Ensure all teachers/students have access to research-based EL instructional strategies to improve achievement.
3.4 - Provide access to A-G, Career Technical Education (CTE), IB, Advanced Placement (AP) and Science, Technology, Engineering and Mathematics (STEM) courses to ensure students are college and career ready.

Goal 3

Provide students with quality instruction and support through Professional Learning Communities (PLCs), Site and District Lead Teachers, Professional Developments.

Identified Need

Integrate literacy and Math skills within all content areas.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3.1 Professional Development	Minimum of two days offered through District Go Sign Me Up (GSMU). Sandra J. Gallardo Elementary School incorporates ongoing learning opportunities through weekly staff meetings, Professional Development, and minimum days. RtI Virtual Training	One staff meeting per month is used to implement ELA, Math and all other campus needs. Implementation of PD days to develop state standards, Math, English Language Development (ELD) and Science.
3.2 EL instructional strategies	Guided Language Acquisition Design (GLAD) training and designated ELD Professional Development (District and Site)	Train all staff in research based EL strategies (i.e., ELA/ELD adoption, Guided Language Acquisition Design (GLAD), etc.)
3.3 Technology training (Google Docs, Sheets, Forms, Classroom)	Tech trainings (District and Site) offerings	(2) Tech Lead Teachers trained, to then train and support campus staff
3.3 Access to STEM	Elementary STEM participation, Mystery Science, 5th Grade Outdoor Education	Increase the opportunities for STEM activities by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 students

Strategy/Activity

Extended Day Interventions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental None Specified Summer School
	LCFF - Supplemental None Specified Translation/Testing/Lead Teachers
	LCFF - Supplemental 4000-4999: Books And Supplies Chrome Books will be used for students in Math

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Instructional materials and lessons will be consistent with the written curriculum, standards, grade-level expectations and state standards as outlined in Common Core State Standards (CCSS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund 4000-4999: Books And Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide supplementary funds for materials and/or equipment not only to teach concepts and meet assessed needs of all students, but also to enrich the program. These items may include but are not limited to Math manipulatives, consumable workbooks, computer programs, media supplies and Print Shop materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide funds for Professional Development and Professional Learning Community (PLC) collaboration, as needed, to implement a meaningful-centered, Math curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	General Fund 0001-0999: Unrestricted: Locally Defined

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide virtual or in-person field trips or other activities to enhance background experiences and promote learning (hands on, experiential and meaningful, tied to real world, multi-sensory).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures
	Parent-Teacher Association (PTA) None Specified

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 2 students

Strategy/Activity

Provide additional programs and support to Long Term English Learners (LTELS) and high-need students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Provide additional and services during the school year as student academic needs are determined
	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students with the opportunity to construct their own mathematical understandings from open-ended instructional situations. Students are encouraged to explain their thinking orally, and in writing, thereby building their understanding of Mathematics, including Science, Technology, Engineering and Math (STEM) activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Parent-Teacher Association (PTA)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Integrate Math problem-solving activities and Math applications into the classroom that can be carried over to other areas of the curriculum and real-life situations, including Mystery Science

Family Math Night and/or Science, Technology, Engineering and Math (STEM) Night will be provided to motivate and educate students on Math concepts.

Sandra J. Gallardo Elementary School will participate in the Mental Math Bowl to help enhance students' abilities to problem solve, as well as improving their skills in all the Mathematical strands. Gifted and Talented Education (GATE) and high achieving students may be provided support through Math extension activities and supplemental resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries
1,000	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Provide Math support for student learning
	1000-1999: Certificated Personnel Salaries Parent Involvement

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to integrate technology into the Math curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide parents with information about how they can best assist their children in meeting State standards for Math proficiency.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 2 and 3 students

Strategy/Activity

Funds will be focused on intervention strategies (Tier II, Tier III) to ensure that all students achieve State grade level standards. These funds will include both materials and teacher salaries.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,422	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

	Offer more intervention programs Provide additional programs and support to high need students Provide additional interventions and services during the school year as student academic needs are determined
3,350	LCFF - Supplemental 3000-3999: Employee Benefits
1,000	Donations 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

All Sandra J. Gallardo Elementary School teachers were provided District and Site level Professional Development opportunities throughout the school year, including Benchmark, i-Ready, and other trainings outside the District. All students had access to District adopted curriculum that aligns with the Common Core State Standards with appropriate supplemental materials to address the needs of our English Language Learners (ELL), as well as having the support of (3) Bilingual Instructional Assistants. Teachers also participated in Every Child by Name (ECBN) meetings during the school year, which was an effective way to monitor student progress and needs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. Thereafter, students participated in a Hybrid model during the 2020-2021 school year. This had a significant effect on implementation and outcomes of some goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All of the strategies will continue to be implemented. No foreseeable changes are anticipated.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Goal 4 - Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations (State Priority 4 and 8)
4.1 - Ensure students are reading at grade level (1st, 3rd, 5th, 8th, 11th grades).
4.2 - Ensure students are meeting grade level standards in math (1st, 3rd, 5th, 8th, and 11th grades).
4.3 - Ensure English Learners make grade level progress through access to grade level curriculum and quality first instruction.
4.4 - Ensure Special Education students make grade level progress through access to grade level curriculum and quality first instruction.
4.5 - Improve Kindergarten readiness as measured by curriculum embedded assessment.
4.6 - Graduation rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Goal 4

Students will meet or exceed District's targeted growth, using assessment results.

Identified Need

There is a need for collaboration time and Professional Developments related to generating pre/post assessments for use when grouping students with homogeneous academic needs and designing targeted instruction through Multi-Tiered System of Supports (MTSS) rotations.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.1, 2, 3, 4, 5 i-Ready assessment results	i-Ready Initial Diagnostic	Meet or exceed District target expectations
4.1, 2 CAASPP ELA and Math scores showing an increase in Met Achievement Standards	2018-2019 results: ELA-87% met or exceeded; Math-86% met or exceeded (No 2019-2020 or 2020-2021 CAASPP results due to COVID-19 school closure)	Maintain current ELA and Math growth or an overall increase of 3%, from ELA: 87% to 90% and Math: 86% to 89%
4.3 ELPAC scores show increased RFEP growth	2018-2019 results and information from Program Monitor. (22) students were RFEPed (No 2019-2020 ELPAC scores due to COVID-19 school closure)	Increase in RFEP reclassifications and growth in students who did not meet performance of Level 3.
4. 1, 2, 3, 4, 5 Classroom assessments	August, 2021-2022 assessments	A score of 75% or higher

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4.1, 2, 3, 4, 5 SIPPS	August, 2021-2022 assessments	Progression and increase site and District target expectations.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language (EL) students

Strategy/Activity

Bilingual Instructional Assistants (BIA) to support student needs in the classroom and support parent engagement, translations, and parent conferences.

Monthly program evaluation and collaboration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,974	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional aides for direct student support and intervention
228	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Program monitoring & collaboration
3,629	LCFF - Supplemental 3000-3999: Employee Benefits

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 2 and 3 students

Strategy/Activity

Multi-Tiered System of Supports (MTSS) grouping, achievement increased by push-in, pullout interventions. Interventions that address the needs of students that are at-risk of not meeting grade level standards or are below the proficiency level in achievement may be provided during the

school day or after school. Materials used shall be research-based in order to supplement student learning. Appropriate intervention materials may be purchased to support interventions.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000	LCFF - Supplemental 4000-4999: Books And Supplies Chrome Books will be used for students in ELA
5,200	Parent-Teacher Association (PTA) Provide AR licenses for student learning
	General Fund 4000-4999: Books And Supplies Provide Lexia Core 5 licenses for student learning

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide students in low income subgroup equal access to learning opportunities with extra curricular activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
709	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Student scholarships for instructional activities

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 2 and 3 students

Strategy/Activity

Provide opportunities for specifically identified students to utilize FLEX Literacy (reading/comprehension) program

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Every Child By Name (ECBN) meetings

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ongoing Professional Development at Professional Learning Community (PLC) and staff meetings.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded None Specified Professional Development

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Activities and services will be provided for all students to succeed in the core curriculum as defined by Common Core State Standards (CCSS).

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies General Fund

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Improvement in overall reading and comprehension is a priority. Funds for substitute teachers to allow classroom teachers to participate in trainings and grade level collaboration. Appropriate materials may be purchased to support writing programs, handwriting instruction, vocabulary development, fluency development, comprehension development or other materials necessary for the display or organization of student work to support student improvement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures General Fund

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Technology is used in the ELA and Math curriculum. Examples may include: Google Classroom, All the Right Type (online keyboarding), PowerPoint, iReady, research and report writing, word processing and Read Naturally.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	None Specified
	4000-4999: Books And Supplies
	Chrome Books

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will participate in activities, which will focus on written and oral communication, such as Accelerated Reader, Lexia Core 5, Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS) and Student Council. This may include funds for supplies to support these programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Supplemental materials and/or equipment will be provided to meet the needs of all students and enrich the core program. These items may include but are not limited to computer accessories, literature books, laminating film, copier supplies, visual displays, subscriptions, Print Shop materials, and digital and multimedia resources/accessories

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

	District Funded 4000-4999: Books And Supplies General Fund

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Gifted and Talented Education (GATE) identified students

Strategy/Activity

Provide opportunities for enrichment for students who are exceeding grade level standards on standardized assessments, or are identified as Gifted and Talented Education.(GATE).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Assemblies, field trips (virtual and in-person) and other school-wide activities may be provided to enhance learning experiences to support curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Donations

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

This goal was monitored for success using the above-mentioned assessments. Collaboration time to disaggregate data, Multi-Tiered System of Support (MTSS), shared learning around Response to Intervention (RtI) implementation, grade level Professional Learning Community (PLC) meetings, and scheduled Every Child By Name (ECBN) meetings, assisted in monitoring student growth and progress.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All District schools, including Sandra J. Gallardo Elementary School, transitioned to Distance Learning on March 13, 2020, and did not return for the remainder of the school year. Thereafter, students participated in a Hybrid model during the 2020-2021 school year. This had a significant effect on implementation and outcomes of some goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All of the strategies will continue to be implemented. No foreseeable changes are anticipated.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$58,493.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Donations	$1,000.00
LCFF - Supplemental	$45,793.00
Parent-Teacher Association (PTA)	$11,700.00

Subtotal of state or local funds included for this school: $58,493.00

Total of federal, state, and/or local funds for this school: $58,493.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

Name of Members	Role
Patricia Graham	Principal
Jean Ferrario	Classroom Teacher
Maria Kurlinski	Classroom Teacher
Mike Lobitz	Classroom Teacher
Dinah Bustamante	Parent or Community Member
Malathy Jaganathan	Parent or Community Member
Shauna Ross	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Other School Staff Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELACMembers	Role
Patricia Graham	Principal
Jean Ferrario	Classroom Teacher
Malathy Jaganathan	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.
1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
    a. The school's needs assessment.
    b. The school's annual language census.
c.   Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 7, 2021.

Attested:

	Principal, Patricia Graham on September 7, 2021
	SSC Chairperson, Shauna Ross on September 2, 2020

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Sandra J. Gallardo Elementary

SSC/ELAC Meeting
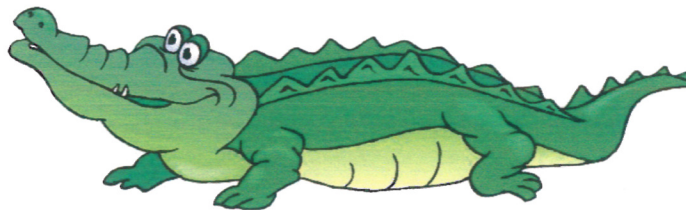## Tuesday, August 31, 2021
3:00 pm – Virtual (Zoom)

Join Zoom Meeting
https://fcusd-edu.zoom.us/j/96024766034

Meeting ID: 960 2476 6034

Agenda

- ✓ **Welcome**
- ✓ **Introduction of Site Council**
- ✓ **Election of Officers**
- ✓ **ELAC**
- ✓ **View 2021-22 Site Plan Draft**
- ✓ **Proposed Meeting Dates**

Sandra J. Gallardo Elementary

SSC/ELAC Meeting
Sign-In Sheet
Tuesday, August 31, 2021
3:00 pm – Virtual (Zoom)

Patricia Graham	Present
Jean Ferrario	Present
Maria Kurlinski	Present
Mike Lobitz	Present
Dinah Bustamante	Present
Malathy Jaganathan	Present
Shauna Ross	Present

Sandra J. Gallardo Elementary
School Site Council / ELAC Minutes

Date: Tuesday, August 31, 2021
Time: 3:00 pm
Location: Virtual (Zoom)

Attendees: Pat Graham   Jean Ferrario   Maria Kurlinski
             Dinah Bustamante   Malathy Jaganathan   Mike Lobitz
             Shauna Ross

Not Present: All Present

Meeting called to order at 3:00 pm

- **Welcome and Introductions**
- **SSC Facts:** Shauna Ross presented a PowerPoint with the facts and procedures of the SSC.
- **ELAC:**
  o Gallardo currently has (47) English Learners
  o (2) Bilingual Aides, hoping for a third aide. Aides will support the classrooms, as well as Interventions.
  o 2021-22 focus will be vocabulary, phonics support
  o Grade levels to support
    ▪ Kinder has the largest need
    ▪ Grades 1-4 will receive support
    ▪ Grade 5 does not have a big need, but Jean Ferrario will periodically check-in with the teachers.
- **Review School Site Plan:** Mrs. Graham shared the 2021-22 goals for SJG and asked all attendees to review the plan and share findings. All members discussed the goals of the plan and made changes, as needed. Mrs. Graham will make all site plan corrections.
- **Committee Nominations:** None needed, both members are continuing their second year in the positions. Shauna Ross, Chairperson, and Jean Ferrario, Vice Chairperson.
- **Next Meeting:** The next SSC meeting will be held on Tuesday, September 7, 2021, at 3:00 pm virtually on (Zoom). Next meeting notice and link information will be sent by Mrs. Graham.

Meeting adjourned at 3:38 pm

Sandra J. Gallardo Elementary

SSC/ELAC Meeting
Tuesday, September 7, 2021
3:00 pm – Virtual (Zoom)

Join Zoom Meeting
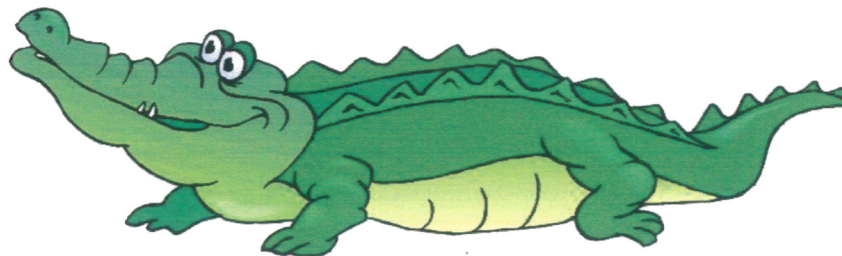https://us02web.zoom.us/j/89985446989?pwd=SkJTczZtRFZoZjFNazRsTDRVQXU5QT09

Meeting ID: 892 5271 3585
Passcode: Zifx5L

Agenda

✓ **Approval of Minutes (8/31/21)**
✓ **View & Approve 2021-22 Site Plan**

<u>Sandra J. Gallardo Elementary</u>

SSC/ELAC Meeting
Sign-In Sheet
Tuesday, September 7, 2021
3:00 pm – Virtual (Zoom)

Patricia Graham	Present
Jean Ferrario	Not Present
Maria Kurlinski	Present
Mike Lobitz	Present
Dinah Bustamante	Present
Malathy Jaganathan	Present
Shauna Ross	Present

Sandra J. Gallardo Elementary
School Site Council

Date: Tuesday, September 7, 2021
Time: 3:00 pm
Location: Virtual (Zoom)

Attendees: Pat Graham   Jean Ferrario   Dinah Bustamante
             Malathy Jaganathan Shauna Ross   Mike Lobitz
             Maria Kurlinski

Not Present: Jean Ferrario

Meeting called to order at 3:00 pm

Approval of minutes: The minutes from the August 31, 2021, Site Council and ELAC meeting were approved as presented. Shauna Ross moved to approve minutes. Maria Kurlinski second.

Site Plan: Mrs. Graham shared changes and updates made to the Site Plan.

SSC Site Plan Approval: Shauna Ross moved to approve the Site Plan as amended. Motion was seconded by Malathy Jaganathan and approved by the committee.

Proposed Meeting Date: The next (4) SSC/ELAC meetings will be determined as more information is received on the state of our current school year and needs.

Meeting adjourned at 3:24 pm